



*AZELLA Placement Test Training

SESSION 4

SCHOOL YEAR 2015 – 2016

ARIZONA DEPARTMENT OF EDUCATION



*Session 4



- *What do I do when...?*
- *Monitoring AZELLA Placement testing progress and reporting*
- *Contact Information*





**FAQs:*

What do I do when...?

* *What do I do when...*



...the list of schools in *PearsonAccess* is incorrect/incomplete?

- * Contact the AZELLA Team at AZELLA@azed.gov
 - * Let us know which schools need to be added, corrected, or removed.
 - * New school opened
 - * Existing school renamed
 - * School has closed
 - * Private schools
 - * Approved Private Placement schools



*What do I do when...



...there is a discrepancy in a student's PHLOTE form?

State of Arizona
Department of Education
Office of English Language Acquisition Services

Primary Home Language Other Than English (PHLOTE)
Home Language Survey
(Effective April 4, 2011)

These questions are in compliance with Arizona Administrative Code, R7-3-306(B)(1), (2)(a)-(c).
Responses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.

1. What is the primary language used in the home regardless of the language spoken by the student? Spanish

2. What is the language most often spoken by the student? English

3. What is the language that the student first acquired? English

Student Name Maria Elena Student ID _____
Date of Birth Dec. 29, 2000 SAIS ID 12345678
Parent/Guardian Signature Claudia Morales Date Aug. 2, 2014
District or Charter Southwestern
School XYZ Elementary District

Please provide a copy of the Home Language Survey to the ELL Coordinator/Main Contact on site.
In SAIS, please indicate the student's home or primary language.

1535 West Jefferson Street, Phoenix, Arizona 85007 • 602-542-0753 • www.azed.gov/oelas

- * Check the SDELL70 report.
- * Meet with the parents to reconcile any PHLOTE discrepancies.
- * If a student is ELL in SAIS, that student continues as an ELL until scoring Proficient on the Overall Proficiency Level.
- * Reporting English-English-English does not change a qualified ELL student's status.

*What do I do when...



... I get the message, **"This student is not permitted to take an AZELLA Placement Test without a teacher referral form. If you have a referral, check the box,"** while registering a student in PearsonAccess?

- * In these situations, when registering a student in *PearsonAccess* and assigning a test (**Step 4: Select Assigned Tests**), additional questions will appear and require a response. Check boxes as appropriate.

Step 4: Select Assigned Tests Save and Exit Exit

Student Name: **LAST, QUESTION**
Organization: **NW SCHOOL**
Test Administration: **AZELLA Placement (2015-2016)**

1 Entities Selected Results: 1 to 1 of 1

<input type="checkbox"/>	Name	Group	Organization	Test Details
<input checked="" type="checkbox"/>	AZELLA Stage II Placement Test	MR THOMAS	NW SCHOOL	<p>Format: Online</p> <p>This student's most recent AZELLA test was less than 1 year ago. This student is not permitted to take an AZELLA Placement Test without a teacher referral form. If you have a referral, check the box. <input checked="" type="checkbox"/></p>

Results: 1 to 1 of 1

*Teacher Referral Form



A Teacher Referral Form is required prior to administering an AZELLA Placement Test for the following:

- * Most recent AZELLA indicates an overall proficiency level of **PROFICIENT**.
- * Most recent AZELLA test was less than 365 days (1 calendar year) ago.
- * **ENGLISH** is the only response to all PHLOTE form and School Enrollment form questions.

The form is titled "AZELLA Placement Test - Teacher Referral Form" and is issued by the State of Arizona Department of Education. It includes fields for Date, Student Name, SAIS #, District, School, and Grade. A large red "Keep On File" stamp is placed over the form. The form contains instructions for when to use the test and a section for teacher justification with three bullet points: Classroom teacher's view on academic performance of the student; Student's performance in the years between the last AZELLA test and current time; and Standardized test results at a state and district level. A note at the bottom states that a Parent Conference is required and that parents/guardians must agree to the test and placement in ELL services if the student scores below "Proficient."

State of Arizona
Department of Education

AZELLA Placement Test - Teacher Referral Form

This form must be used to refer a student for AZELLA Placement testing when an AZELLA Placement Test is not required.

Date _____ Student Name _____ SAIS # _____

District _____ School _____ Grade _____

Keep On File

Mainstream to ELL Services

_____ room and is not eligible for ELL services.
_____ Level below "Proficient" on the AZELLA
_____ d into ELL services at the first appropriate

A student _____ been tested on AZELLA because all PHLOTE questions were
answ _____
is hav _____
address _____
assess _____
attach the _____ monitoring form.

Teacher's justification for referring student for an AZELLA Placement Test:

- **Classroom teacher's view on academic performance of the student;**
- **Student's performance in the years between the last AZELLA test and current time;**
- **Standardized test results at a state and district level.**

Parent Conference is required. Parent(s)/Guardian(s) must agree to an AZELLA Placement Test and placement in ELL services if the student scores below "Proficient."

AZELLA Placement Test – Teacher Referral Form

*What do I do when...



...a student was registered in *PearsonAccess* without a SAIS ID?

* Update the Student Data Information:

1 Student Data Overview

2 Student Data Information

3 Search for student

4 Enter student's name and click on Search.

5 Verify the date of birth matches the student's name, then click on the Student's name.

6 Student Details

7 Student Master Record

8 Save

Before the end of the scoring cycle the student tested in, you may add the SAIS ID and SAVE.
You may also edit the student's name, date of birth, gender, and ethnicity if needed.

If errors are found in the student information after the end of the scoring cycle, contact the AZELLA Team at AZELLA@azed.gov.

* *What do I do when...*



...the Speaking Test was not finished?

- * **First Scenario:** The computer hung-up during the first 3 (Stage II) or 2 (Stages III-V) qualifying sound check questions.
 - * The computer is unable to “hear” the responses.
 - * Check the microphone on the speaker telephone.
 - * Complete the practice session again, encouraging the student to speak with a strong voice, but not shouting.
 - * Dial-in and try to complete the Speaking test again.



****What do I do when...***



...the student won't respond to the Speaking test?

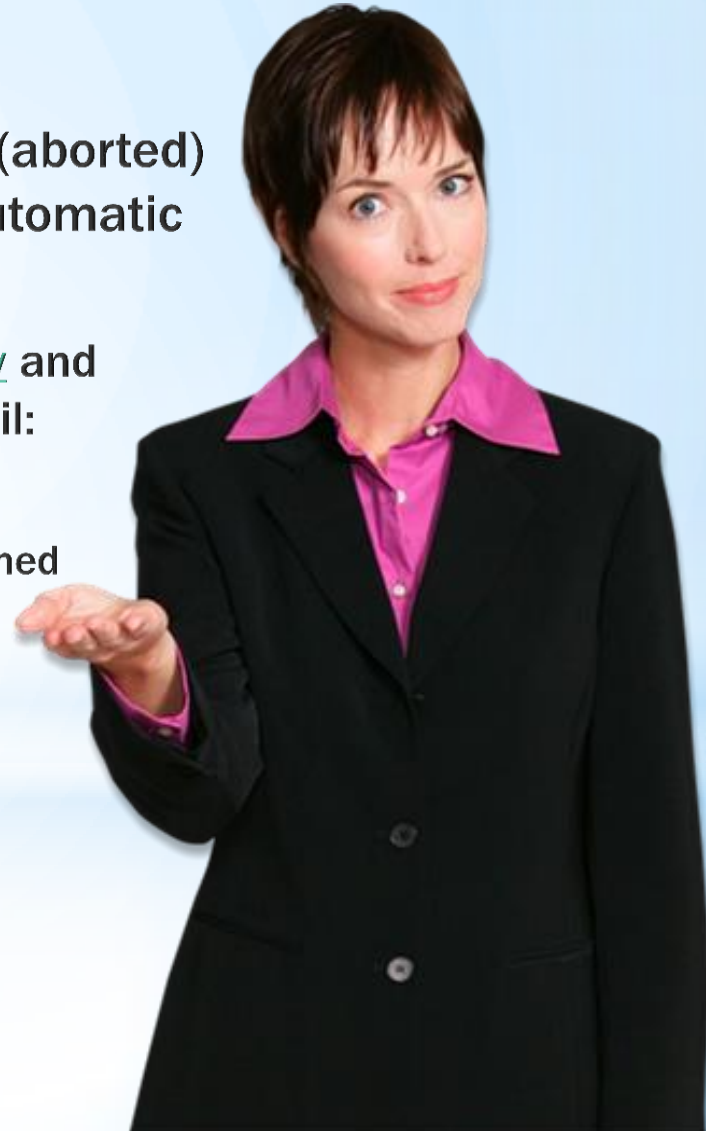
- * If the student does not respond to 3 attempts at the Speaking test, the **test administrator** must do the following on the 4th attempt:
 - * Re-dial and provide the answer to the first 3 questions (Stage II) or 2 qualifying sound check questions (Stages III-V):
 - * **1 – What is your name?** (respond with the student's first and last name)
 - * **2 – What is your teacher's name?** (respond with the test administrator name)
 - * For Stage II, question #2 is – **How old are you?** (respond with the student's age)
 - * Remain silent for the rest of the Speaking test. Do not provide any more answers.
 - * The test administrator will hang-up the phone when the recording says, **Now the Speaking test is over. Please ask your teacher to hang-up the phone.**
- * It is important that the Test Administrator allow the test to finish in order for the student to receive a valid AZELLA score.

* *What do I do when...*



...the Speaking test was not finished?

- * **Second Scenario:** The call was disconnected (aborted) after the first test question, but before the automatic hang-up after the last question.
 - * E-mail the AZELLA Team at AZELLA@azed.gov and provide the following information in your email:
 - * School name
 - * The group name to which the student was assigned
 - * Student's name
 - * The Lithocode used
 - * The date the Speaking test was administered
 - * Further instructions will be e-mailed to you.



* *What do I do when...*



...a student was tested in error or another mistake was made during testing?

* Complete an Incident Report Form (http://www.azed.gov/assessment/files/2015/04/azella_testing_incident_form_2015-2016.doc), and send it to the AZELLA Team at AZELLA@azed.gov.

* An e-mail response will be sent that outlines the next steps.

Testing Incident Report Form
School Year 2015-2016 AZELLA Testing

District: District Entity # School: School Entity #

Test Coordinator Reporting Incident: Date of Incident (mm/dd/yyyy):

Test Administrator or Proctors Involved with Incident:

Please e-mail all Testing Incident Reports to AZELLA@azed.gov as soon as possible after incident occurs. If the incident happened during Reassessment, test materials cannot be sent in for scoring until the completed report has been authorized by ADE.

Student Name(s)	Date of Birth (mm/dd/yyyy)	SAIS ID#	Grade	Speaking Lithocode (test identification #)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Select: Placement ☐ Listening ☐ Reading ☐ Writing
Reassessment ☐ Listening ☐ Reading ☐ Writing

Check type of incident and include Description of Incident below:

☐ Student Incident *
☐ Cell phone usage
☐ Calculator
☐ Other electronic device
☐ Cheating
☐ Other

☐ Administration Error
☐ Student not eligible to test
☐ Incorrect administration of test
☐ Student not allowed to continue testing
☐ Inappropriate accommodation
☐ Other

* For students with cell phone, calculator, or other electronic device usage, please submit Testing Incident Report to ADE only if there is evidence the student was cheating.

For students in possession of a device, with no clear evidence of cheating, do not notify ADE. Keep this form locally and follow your school disciplinary procedures.

Description of Incident:
Provide detailed information. If student used electronic device, please include the type of information displayed on the device (text message, last call, etc.).

☐ Notify ADE - Evidence of cheating or Administration Error
Notification to ADE must be sent in as soon as possible after testing incident. ADE must receive Testing Incident Report and ADE must respond back to school prior to submitting test for scoring.

☐ Do not notify ADE - Discipline handled locally

Consequence for student (if applicable):

Parent Contact (if applicable):

ADE must approve all Testing Incident Reports in order to invalidate test results. Follow ADE instructions for invalidation prior to submitting Reassessment scorable documents to Pearson.

FOR ADE USE ONLY:
Test will be invalidated: ☐ No ☐ Yes

Reassessment answer document(s) for student(s) must be submitted for scoring along with all other documents from school unless otherwise instructed.



* *What do I do when...?*



...I need to access the AZELLA Corrections application and SDELL Reports?

- * District/Charter Entity Administrator assigns the individual rolls for personnel in **ADEConnect**. <https://www.azed.gov/aelas/adeconnect>



- * Only 1 designee may have the role of **AZELLA District Test Coordinator**

- * All others may have the role of **ELL**

- * Login to ADEConnect

- * Select **AZELLA Corrections/SDELL Reports**

Where can I get help with ADEConnect?

ADE Support Center

602.542.2222 or 866.577.9636 or

adesupport@azed.gov





****Monitoring AZELLA
Placement Testing
Progress and Reporting***

* How to Read the *PearsonAccess* Summary Status Report



Organizations Student Data Test Setup Test Management Placement Scoring Test Results

Overview | Response Entry | View Status Reports

Current organization: Unified District [change organization](#)

Home > Placement Scoring > View Status Reports > District Summary Status

District Summary Status Report

[Return to View Status Reports](#)

AZELLA Placement

District Summary Status

Results: 0 - 0 of 0

School	Tests	Testing Status						
		Not Started	In Progress	Completed - Key Entry	Completed - Speaking	Scored	Submitted	Invalidated
George Hunt	8	2	1	1	1	1	1	1

Page 1

Key entry has been started, but it is not completed.

Speaking is complete, but key entry is not.

Kindergarten test is complete and may need the SAIS ID added so the test can report out.

No part of the test has been entered.

Key Entry is complete, but Speaking needs to be administered.

Test is complete and may need the SAIS ID added so the test can report out.

For a completed test without a SAIS ID associated with the student's registration, the test will stay in Placement Scoring as either Scored or Submitted until the SAIS ID is added in Student Data tab.

* AZELLA Corrections Application



When a student's AZELLA test record does not match SAIS, it will show up in the **AZELLA Corrections** application, in **ADEConnect**.

- * Select the field (SAIS ID, First or Last Name, or Date of Birth) with the inaccurate information, enter the correct information, and save.
- * **Only 1 field per day may be corrected. Corrections need to be completed as soon as possible.**

Arizona Department of Education

AZ.GOV

Home AZELLA Corrections SDELL Reports Common Logon

AZELLA Corrections / SDELL Reports Fiscal Year 2015

AZELLA Corrections

The AZELLA test records listed below have not been imported due to errors in matching test record student data to SAIS student data. The student's SAIS ID, first name, last name, and date of birth on the AZELLA test record must exactly match the student's SAIS record. The students listed below have a mismatch in one or more of these fields. Please compare the information shown below to the information in SAIS to determine the source of the mismatch. Follow instruction below for making corrections.

These AZELLA test records are not available for the SDELL reports, or for school accountability purposes, or for school finance purposes until the errors are corrected. Use this application to correct the test record student data. Errors in SAIS student data cannot be corrected here.

Accountability: Please correct AZELLA test records as soon as possible for use in current fiscal year A-F accountability.
School Finance: Modifying prior year data will have no impact on state aid funding unless your district opens a 915 data correction with School Finance. Instructions on how to request a 915 can be found at <http://www.azed.gov/finance/>.

Instructions:

1. Select Fiscal Year
2. Select a school name from the School dropdown filter, if filtering by school is desired
3. Select a cell that requires modification.
4. Enter the updated value for the selected cell in the data entry box below the list of error records. Only one cell per test record may be corrected per day.
5. Select 'Save'.
6. Update as many test records as necessary. All test records will be reprocessed nightly.
7. Return to this page the following day to confirm that updates have been accepted.

District:

School:

AZELLA Error Records

Delete	CTDS	District Entity	District	School Entity	School	Test Date	Scoring Cycle	SAIS ID	Last Name	First Name	Date Of Birth	Overall Proficiency	Total Scale Score
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* Reports from *PearsonAccess*



Reports sent to the **shipping address** in *PearsonAccess* for the AZELLA District Test Coordinator include:

- * AZELLA Placement Individual Student Reports – 2 hard copies for each student:
 - * Kindergarten Placement Test
 - * Stages II – V Placement Tests
- * AZELLA Placement Proficiency Roster Reports
 - * Kindergarten Placement
 - * Alphabetical Roster Stages II – V
- * May print additional copies from *PearsonAccess*
 - * *Test Results tab*
 - * *Published Reports*



* Kindergarten Reports



Student Report

AZELLA
Arizona English Language Learner Assessment
Kindergarten Placement
Diane Douglas
Superintendent of Public Instruction

Reporting Date: mm/dd/yyyy (Cycle 05)



How did FIRSTNAMEAW perform on the English Language Learner Assessment?

Overall, FIRSTNAMEAW scored XXX points on the Arizona English Language Learner Assessment. This student's Overall Proficiency Level is **Proficient**.

☒ **Proficient:** Students at this level listen and respond appropriately to spoken English. They have an expanded English vocabulary to orally communicate basic needs and ideas with English words, phrases, and sentences with correct pronunciation. They use pictures or words to retell events from a story heard, identify pictures with the same first sound, and add relevant details to drawings. This student demonstrates the skills necessary to access mainstream curriculum. Student is not eligible for ELL Services.

☐ **Basic / Intermediate:** Students at this level generally understand spoken English, but do not have the vocabulary to respond consistently. They orally communicate basic needs and ideas with gestures and isolated English words. They use pictures to recall objects from a story heard, repeat words that begin with the same first sound and add minimal details to drawings. This student does not demonstrate the sufficient skills in English to access mainstream curriculum and demonstrates the need for specific support in English Language Development instruction. Student is eligible for ELL services.

☐ **Pre-Emergent / Emergent:** Students at this level lack the English skills to communicate, retell stories heard, or add details to drawings. This student does not demonstrate sufficient skills in English to access mainstream curriculum and demonstrates the need for specific support in English Language Development instruction. Student is eligible for ELL services.

Student: LASTNM, FIRSTNAMEAW M.

SAIS ID#: 99999999

Birth Date: mm/dd/ccyy

Test Date: mm/dd/ccyy

Grade: K

Dist-Sch #: 999999-999999

School Name: Sample Elementary

District Name: Sample Unified Dis

Proficiency Roster Report

AZELLA
Arizona English Language Learner Assessment
Kindergarten Placement

Reporting Date: mm/dd/yyyy (Cycle 03)

Dist-Sch #: 999999-999999
School Name: Sample Elementary School
District Name: Sample Unified District

School: Sample Elementary School

Proficiency Level	Number	Percent	0%	25%	50%	75%	100%
Proficient	8	30%					
Basic / Intermediate	13	48%					
Pre-Emergent / Emergent	6	22%					

Total Number of Students = 27 Median Scale Score = 390

Purpose: In compliance with federal and state laws, the Arizona Department of Education has developed the AZELLA as a test to be administered to students whose primary or home language is other than English. The results of the test will be used to identify students who demonstrate a need for supplemental services in English language development. In compliance with federal and state laws, school districts and charter schools are required to provide services to students who score less than Proficient on the AZELLA.

Scale Score			
Pre-Emergent / Emergent	Basic / Intermediate	Proficient	
XXX	XXX XXX	XXX XXX	XXX
			588

Student	Assessment Date	Scale Score	Overall Proficiency Level	Scale Scores			
				Pre-Emergent / Emergent	Basic / Intermediate	Proficient	
Invalidated				XXX	XXX XXX	XXX XXX	XXX
1 LASTNAME, FIRSTNAME M DOB: mm/dd/yyyy SAIS#: 12345678 Female	99/99/9999	N/A	Invalidated				
Pre-Emergent / Emergent							
2 LASTNAME, FIRSTNAME M DOB: mm/dd/yyyy SAIS#: 12345678 Male	99/99/9999	305	Pre-Emergent / Emergent	305			
3 LASTNAME, FIRSTNAME M DOB: mm/dd/yyyy SAIS#: 12345678 Male	99/99/9999	310	Pre-Emergent / Emergent	310			
4 LASTNAME, FIRSTNAME M DOB: mm/dd/yyyy SAIS#: 12345678 Male	99/99/9999	315	Pre-Emergent / Emergent	315			
5 LASTNAME, FIRSTNAME M DOB: mm/dd/yyyy SAIS#: 12345678 Female	99/99/9999	325	Pre-Emergent / Emergent	325			
6 LASTNAME, FIRSTNAME M DOB: mm/dd/yyyy SAIS#: 12345678 Male	99/99/9999	330	Pre-Emergent / Emergent	330			
7 LASTNAME, FIRSTNAME M DOB: mm/dd/yyyy SAIS#: 12345678 Male	99/99/9999	390	Pre-Emergent / Emergent	390			
Basic / Intermediate							
8 LASTNAME, FIRSTNAME M DOB: mm/dd/yyyy SAIS#: 12345678 Female	99/99/9999	412	Basic / Intermediate		412		
9 LASTNAME, FIRSTNAME M DOB: mm/dd/yyyy SAIS#: 12345678 Male	99/99/9999	420	Basic / Intermediate			420	

Note: Results for private school students and invalid results are not included in summary data.



Arizona English Language Learner Assessment Placement

Diane Douglas
Superintendent of Public Instruction

Reporting Date: 99/99/9999 (Cycle 07)



How did FIRSTNA perform on the English Language Learner Assessment?

OVERALL PROFICIENCY LEVEL

- ☐ **Proficient** students consistently understand social and academic English and can generate sentences, using a variety of grammatical structures. They read, comprehend, and summarize information in grade-level text. These students write three- to five-sentence paragraphs, using grade-level vocabulary and a variety of sentence structures. Student is not eligible for ELL services.
- ☐ **Intermediate** students have a moderate understanding of social and academic English and can respond using a variety of simple sentences. They comprehend key details and main ideas of text read aloud to them. They have limited ability to decode and comprehend text read independently. They use basic vocabulary to write simple sentences. Student is eligible for ELL services.
- ☒ **Basic** students have a limited understanding of social and academic English and can respond using isolated words and simple phrases. They inconsistently comprehend key details and main ideas of text read aloud. These students have minimal ability to independently decode and comprehend text. They have minimal ability to write words, phrases, or simple sentences. Student is eligible for ELL services.
- ☐ **Pre-Emergent / Emergent** students have an extremely limited and inconsistent understanding of social and academic English. With instructional/ environmental support, these students can formulate simple phrases and sentences orally and in writing. Student is eligible for ELL services.

Student: LASTNAME, FIRSTNAME

SAIS ID#: 12345678

Birth Date: 99/99/9999

Test Date: 99/99/9999

Grade: 99

Dist-Sch #: 999999 - 999999

School Name: **Sample Elementary School**

District Name: **Sample Unified School**

Score Report

*A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.

		Scale Score	Pre-Emergent / Emergent	Basic	Intermediate
*Total Combined		2313			
		Scale Score	Pre-Emergent / Emergent / Basic	Intermediate	
Domain Scores	*Reading	216			
	*Writing	209			
	Listening	252			
	Speaking	206			
Additional Scores	Language (Conventions/Vocabulary)	214			
	Oral (Listening/Speaking)	228			
	Comprehension (Reading / Listening)	229			

Alphabetical Roster Report





Arizona English Language Learner Assessment
Placement

Reporting Date: 99/99/9999 (Cycle 03)

Dist-Sch #: 999999-999999
School Name: Sample Elementary School
District Name: Sample Unified District

School: Sample Elementray School

Grade: 99

Overall Proficiency Level	Number	Percent	0%	25%	50%	75%	100%
Proficient	99	999%					
Intermediate	99	999%					
Basic	99	999%					
Pre-Emergent / Emergent	99	999%					

Total Number of Students = 999	Median Scale Score = 999
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Purpose: In compliance with federal and state laws, the Arizona Department of Education has developed the AZELLA as a test to be administered to students whose primary or home language is other than English. The results of the test will be used to identify students who demonstrate a need for supplemental services in English language development. In compliance with federal and state laws, school districts and charter schools are required to provide services to students who score less than Proficient on the AZELLA.

[illegible]

Note: Results for private school students and invalid results are not included in summary data

* A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.

* Guide to Navigating and Using the AZELLA Reports



This guide is intended to assist the AZELLA District Test Coordinator to understand and use the AZELLA reports available in *PearsonAccess* and *ADEConnect*.

* <http://www.azed.gov/assessment/files/2015/06/ell-reports.pdf>

Guide to Navigating and Using AZELLA Reports

Arizona Department of Education

Assessment, OELAS (Office of English Language Acquisition Services), and Accountability

Updated on: 6/11/2015



Contact Information

*Contact Information



AZELLA

- Test administration
- Testing incident reports

Brenda Wright
AZELLA State Test Coordinator
Phone: 602.542.5233
Fax: 602.542.5467
E-mail: AZELLA@azed.gov
www.azed.gov/assessment/azella

OELAS

- Monitoring FEP students
- ELL forms
- SEI Models

Phone: 602.542.0753
Fax: 602.542.3050
E-mail: OELASinbox@azed.gov
www.azed.gov/english-language-learners

Pearson

- *PearsonAccess*
- *PearsonPerspective*
- Testing Materials

Phone: 888.705.9421 Option 2
E-mail: ArizonaTeam@support.pearson.com

Accountability

- Accountability related questions and concerns

Phone: 602.542.5151
Fax: 602.542.5467
E-mail: Achieve@azed.gov
www.azed.gov/accountability

* AZELLA Inbox



AZELLA@azed.gov

- * The AZELLA Team strives to respond to your emails within 1 business day unless further research is needed.
- * When emailing, please:
 - * Use a meaningful subject line that includes your district name.
 - * Include full contact information in your signature line or elsewhere in the email.
 - * Include **either** the student's SAIS ID **or** the student's complete name and birthdate for questions about a specific student.
- * Emails should only be sent by the **AZELLA District Test Coordinator**.





Session 4 is completed.
Close this presentation and
then:

- mark this session as **Reviewed** and
- continue with the Survey

Thank you!



Your **PearsonAccess** account will
be unlocked shortly after the completion
of this training and after receipt of your
Superintendent/District Test Coordinator
Test Security Agreement form.